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See me!

See me!

See me!

The child's word-garden

Jenny H. Stickney, Jennie H. Stickney Lansing

The air is full of song.

EducT 159.07.532



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THE CHILD'S
WORD-GARDEN

A PRIMER

DESIGNED TO PRECEDE AND ACCOMPANY
THE JONES AND OTHER
FIRST READERS

BY

J. S. LANSING



GINN & COMPANY

BOSTON · NEW YORK · CHICAGO · LONDON

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PREFACE

The argument for this contribution to primer literature is simple and obvious. An analysis of the excellent books already in use raises the question whether *exclusion* may not have come to play too great a part in the choice of material for first work in reading. And when we reflect that to this is added separation in schoolrooms from the natural stimulus of older children, and the free use of books which excite a natural wish to know what they contain, the suspicion is aroused that in seeking to make the teaching easy we fail to make it stimulating. We have leveled the road, but walking is less exhilarating.

It is but a little while since the beginner in reading was a beginner in oral speech. The mother did not think it necessary to exclude words because her child was not likely to put them to immediate use; and no one could be wise enough to foretell which forms would first spring up in the garden of speech. The present suggestion comes from one who has been in close touch with the best teaching of children of three generations, and who finds the subject more fresh as clearer light on mental problems is sifting down from scholarly study.

Simply stated, the plan suggested is

Read with the children. Read what is worth while.

Present words vividly. Secure photographic impression.

Give always more than can be taken, and make natural repetition, — encourage eagerness to walk alone over a path in which you have willingly led the way. This is precisely the way Oral Speech has been taught.

Hitherto the child has *used* words; he has not to any extent *observed* them. In his first schoolbook he begins to do this, as he observes things in a room, learning their relation and use.

The first step in the process is the study of the page, which is made to raise the inquiry, *What does it say?* It is a dull child indeed who cannot be led to want to know what is on an attractive page. The second agency is the sentence, and the inquiry comes to be, *What word says what*, or what each word is. The later inquiry, *What letters have to do about it*, comes in natural sequence. These three mental conditions underlie all natural learning to read. On them hang all the law and the prophets.

Disabused of the idea that the book is to be used strictly as a reader, the teacher will see that length of sentence is only regulated by the child's easy grasp. It is like hand-fuls, larger or smaller according to the thing and the facility for taking hold. The number of new words a page may carry is also variable, since in many cases the page is not to be taken all at one time.

Catchy sentences and rhymes have their full value in *vivid word presentation*, which is the primer specialty.

The reason why a book is needed at the very beginning is that it is a place for the child to keep in sight what he acquires. Locating words and holding their place by definite association is a scholarly habit of untold value. The child that knows, for example, that the word *lost* is in the story of the Lost Dog, is on a par with the student who knows that a statement he partly remembers is in the third chapter of his James's Psychology. To be able to refer back to it quickens his pride of intelligence.

A careful comparison has shown that the vocabulary is very similar in all series of Readers as far as the beginning of the Second Reader. Therefore by including in this book most of the words in the first half of the Jones First Reader it has been adapted for use not only with the Jones Series, — to which it is thus so closely related, — but with other standard series as well; for it is believed that the method will appeal to good teachers who may wish to try this book in schools where a change in the entire series of readers is not at once practicable. It is recommended that the two books be used side by side after the first term, — the Word-Garden for the vivid presentation of words and sentences, and the First Reader for exact rendering in reading.

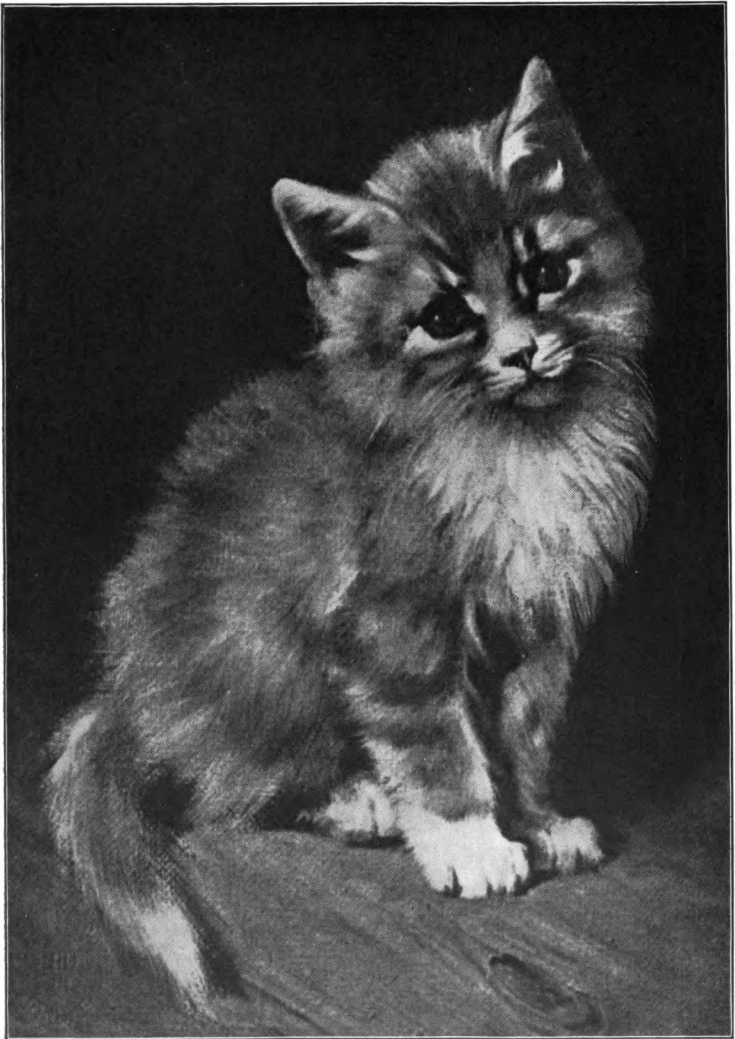
Details of the method are fully presented in a pamphlet which may be had on request.





See my book.

Let me see.



I have a kitty. I love my kitty.

See kitty. Love kitty.

See my doll.
I love my doll.



I have a book.
See my book.



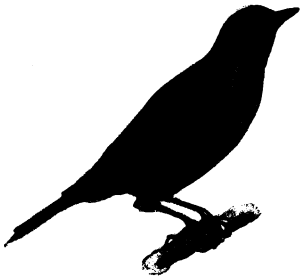
I have a bird.
I love my bird.
Let my bird
see me.



NOTE. A Teacher's Guide, with a note for every page of the Primer, may be had on request by teachers who use this book.

What bird
is this?

It is a red parrot.



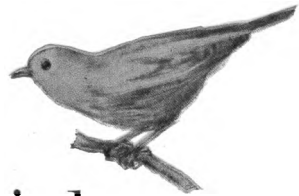
Look at
this bird.

It is a bluebird.

See this bird.

What is it?

It is a yellow bird.



red

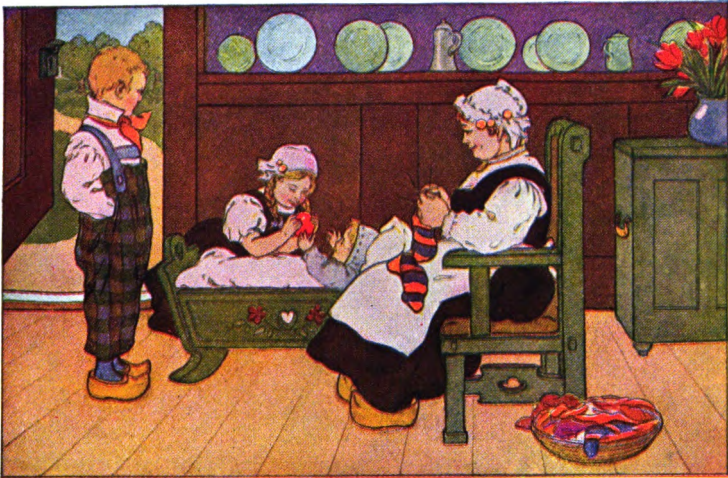


yellow



blue

See this mother.
The boy is John.



The girl is Mina.
Look at the baby.



green



brown



orange

[For Identification]

See my book.

Let me see.

I have a kitty.

I love my kitty.

What bird is this?

Look at this bird.

See this mother.

The boy is John.

The girl is Mina.

Look at the baby.

My book is red.

This book is blue.

What do you see?

I see a man.

Who is it?

Is it father?

Let me look.



No, not father.

I see the man.

I see a boy.

Who is it?

I see a girl.



The man looks like father.

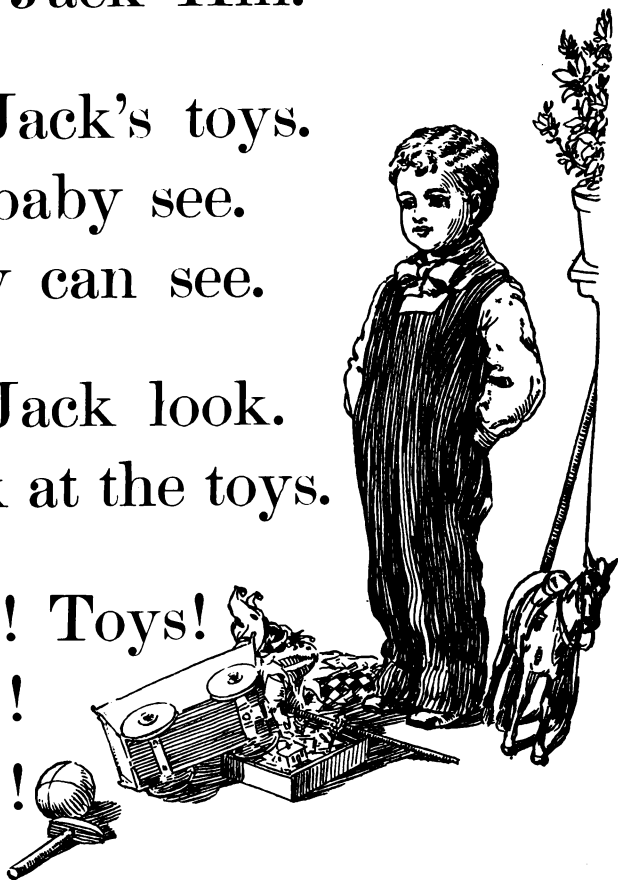
Let mother look at the man.

See the toys. See the boy.
Who is it?
It is Jack Hill.

See Jack's toys.
Let baby see.
Baby can see.

See Jack look.
Look at the toys.

Toys! Toys!
Toys!
Toys!



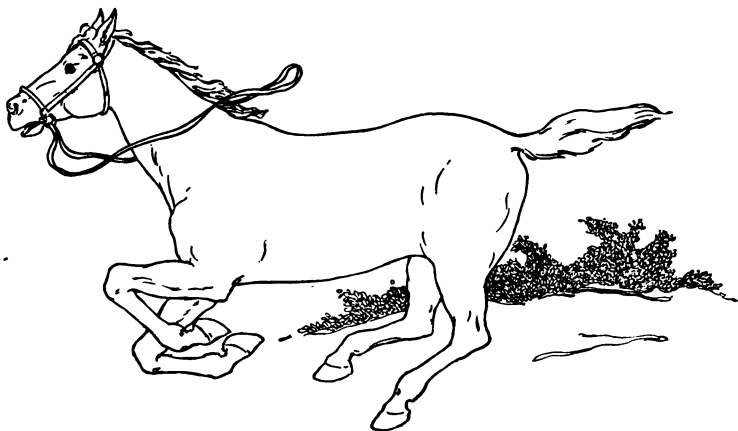
This is the way
the baby rides.
See baby ride.



Ben rides this
way.
See Ben ride.

Look at Sam.
See the big
boy ride.
Let me ride
Sam's horse.





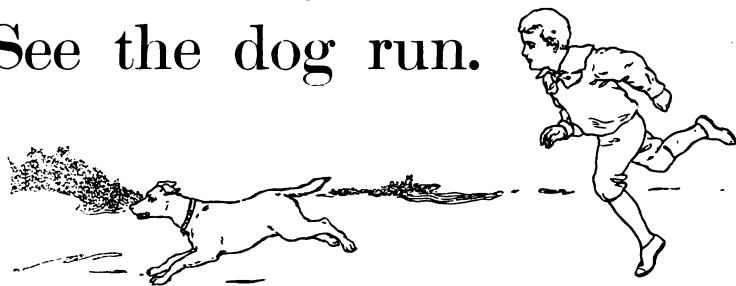
See the horse run.
A horse can run fast.
Look at the horse.
This is a big horse.

Ned has a top.
See Ned's top.
Ned can spin it.



See the boy run.

See the dog run.



Run, dog! Run, boy, run!

A dog can run fast.

Can the boy run fast?

Can the boy ride a horse?

This is my top.

I can spin it.

It is a new top.



A nest.
Four eggs.
Let Ben see.
See the bird.



A brown bird.
See the eggs in the nest.
See the bird go away.
“It is my nest,” says the bird.
“The eggs are my eggs.”



What does little birdie say
In her nest at break of day?
“Let me fly!” says little birdie,
“Mother, let me fly away!”

The mother bird can fly.
Can the little birds fly?

Catch me
if you
can.



Catch me if you can.



See how the dogs run!



Run!
Run!
Run!



I'll catch you if I can.

Baby Bye,  here's a fly.

Let us watch him,



you and I.



How he crawls up the walls!

Yet he never falls.

[Word Doubles]

walls how nest yet up
falls now best get cup

[Review]

Let us watch the bird.

See three little birds.

See the fly fly away.

Do you never fall, fly?



Little Miss Muffet

sat on a tuffet

Eating curds and whey.

There came a

big spider

And sat down

beside her, and frightened

Miss Muffet away.

NOTE. See Teacher's Guide for use of stories like the above.

See how Miss Muffet looks!

See her bowl and spoon.

What has she in her bowl?

“Do not go, little girl,

I will not hurt you.”

Little Jack Horner

sat in a corner

Eating a
Christmas pie.

He put in his
thumb

And pulled out
a plum



And said, "What a great boy am I!"

What is Jack eating?

Will he give some away?

Don't eat all of it, Jack.

Give some to sister Jane.

That is the best way.

Let this ^o be a game.
I stay here.



You stay there.

Now!

I throw,
You catch.

(one)

You throw,
I catch.

(two)

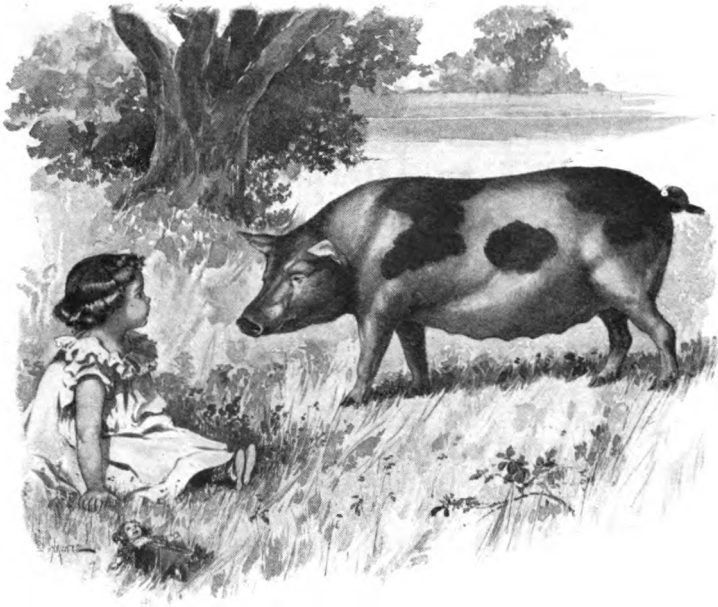


See how well we play.

Do not let it fall.

[Word Doubles]

stay way now game be
play away how came he



Go away, pig, go away.
I do not like you.
I do not want you to stay.
Go away, I tell you.
I shall call my papa.
You are big. I am little.

[Word Review]

Look! there is a bluebird.
The nest is here.
See if it has eggs in it.

What is in the bowl?
See if kitty will eat it.
I will call my kitty.
Do not throw it away.
Give some to kitty.

Let us watch the game.
Tell Ned to stay here.
Don't you want to play?
You can go away if you like.



See
Nan ride.
“Help me
get on,”
says Nan.

“Let me sit as girls do.
I shall not fall off.
Make the horse go fast.”
“I will not make it go.
You must make it go.”



Vic is mother's pet dog.

Sue calls and calls, "Vic!
Come, come, I say!"

"Vic does not come; he
does not mind me; see
if he will come for you
mamma," Sue says.

The mother calls, "Vic!"

Vic runs to her right
away.

Vic likes to run and play
with Sue.

Dogs do not like to mind
a little girl like Sue.



Sit in the chair.

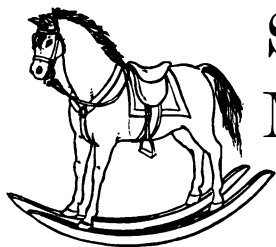
Take a seat.

Get me a chair.

Take an apple.

Eat the apple.

Get Ann an apple.



See the horse go.

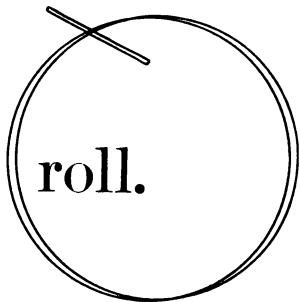
Make the horse go.

Let Rob ride.

Roll the hoop.

Make the hoop roll.

Let me roll it.





The dogs are puppies.
See the cat watch.
Cats do not like dogs.
What a pretty cat it is!
The little girl likes her cat.
She likes the puppies, too.



Happy as the day is long.

See this happy little girl.
See the happy mother.
See a kitty in the girl's lap.
See the other kitty eat.
Look in and see the baby.
Father will come soon.
Happy father.
All happy, all day long.

Little brother is asleep.
We must keep still.
We must not wake him.
He will wake up soon.
Then we can run and play.



Open! Open! (Hands open.)

Which is the flower that opens?

'Tis the lotus flower that opens.

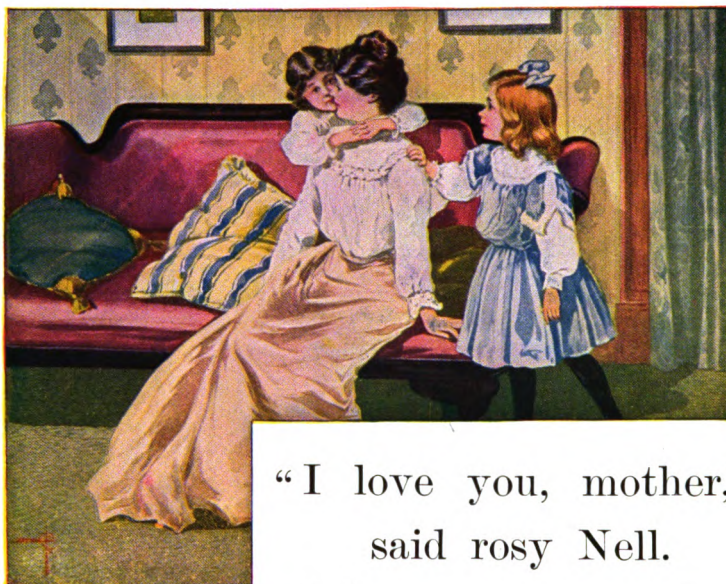
You thought so — but now it is
shut!

Shut! closed! shut!

Which is the flower that shuts?

'Tis the lotus flower that shuts.

You thought so — but now it is
open!



“I love you, mother,”
said rosy Nell.

“I love you more than
tongue can tell.”

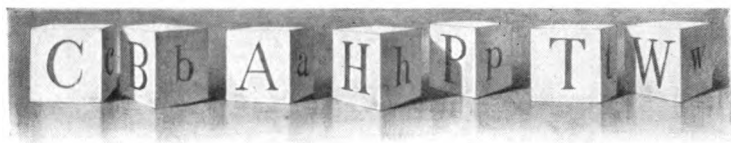
“I love you, mother,”
said happy Fan;
“To-day I’ll help you
all I can.”

What is Fan doing?

What can little Nell do?



WHAT THE LETTERS SAY



b is for baby, bird, be.

c is for catch, can, come.

d is for do, door, doll.

f is for four, fly, Fan.

g is for go, get, green.

h is for have, horse, hoop.

J is for Jack, John, Jane.

k is for kitty, key, keep.

l is for love, look, like.

NOTE. Watch the way we use the mouth, teeth,

WHAT THE LETTERS SAY



m is for mother, Mary, me.

n is for no, not, new, name.

p is for play, papa, put.

r is for red, roll, ride, run.

s is for see, so, six, and sun.

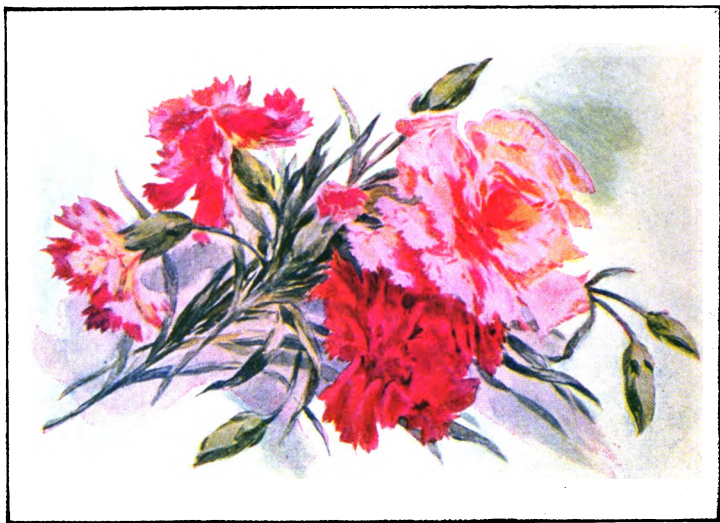
t is for take, tell, and too.

w is for will, way, with, was.

v is for Vic, very, and vase.

y is for yellow, you, yes, yet.

tongue, and lips with each one of these letters.



The red pinks are for grandma.
To-day is her birthday.
All the children will go to see her.
Grandma likes red flowers.
She likes red pinks best of all.
Mamma likes roses best.
Her birthday will come next.
She shall have pink roses.



“Now it is papa’s birthday.
What shall we get for him?
Let us ask him what he likes.”
“We cannot get him to tell.
He will say, ‘Good boys and girls.’
Ask mamma to find out for us.”
See what they have for him.
Peaches, grapes, apples.
Which does he like best?

This way, that way, run, blind man.
Here am I, there am I, catch us if
you can.



One here, two there, catch us if you
can.

The one that you can catch shall be
the blind man.



Here comes our good cow.

Her name is Bess.

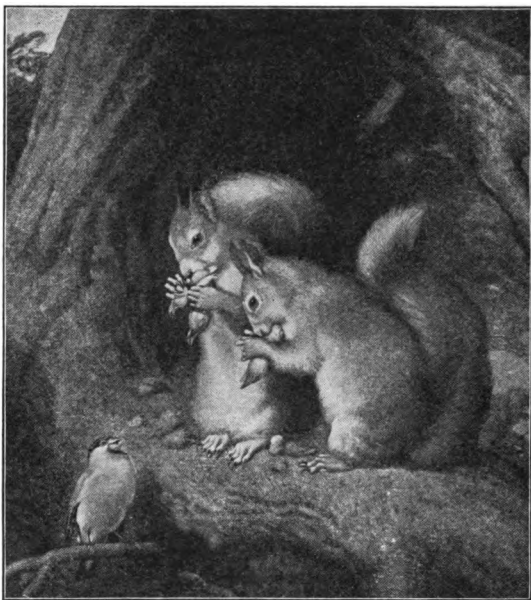
See Bess look at you.

Grandpa's cows are red.

I like black and white cows.

See Bess eat this grass.

Grass is good, isn't it, Bess?



See these gray squirrels.
They live in a hole in the tree.
How pretty squirrels are!
Look at the paws.
They look like fingers.
Look at the bushy tails.
The bird has come to see them.



Come, mother, come !

We want you to come home.

We are in the hole in the tree.

The fox mother will soon come.

She loves her three children.

What pretty faces foxes have !

See the soft paws.

Little wind, blow on the hilltop,
Little wind, blow down the plain;
Little wind, blow up the sunshine,
Little wind, blow off the rain.



“The wind blows,” said the mother.
“Take good care of little sister.
Do not walk too fast.
Keep hold of brother’s hand, Lu.”
“I will hold tight, mother.
The wind will not hurt me.
John has to hold his cap on.”



Duke is a fine horse.

He can go very fast.

Ted's father lets Ted ride.

See Ted on Duke's back.

The father walks by Duke's side.

"I make him go, don't I, Billy?"
says Ted. "But, papa, you must not
let go of Duke quite yet."



The dog. You can't come here.

The ox. Do let me get the hay.

You do not eat hay.

It will do you no good.

It was put there for me.

The dog. No, I do not eat hay;
but you shall not have it.

The dog did not let the ox get it.

Do you know dogs like that?



See Mary play.
See what she
has to play with.
See her old
white cat.

“You play the best, kitty,” Mary says.
The white cat is full of play.
She rolls over and over.
She plays with her tail.
“Catch it, kitty,” Mary will say.
“Do not let it get away.”



Look at this picture.
The little girls are sisters.
The mother is feeding them.
She calls it feeding birds.
See the long spoon.
The bowl is in her lap.

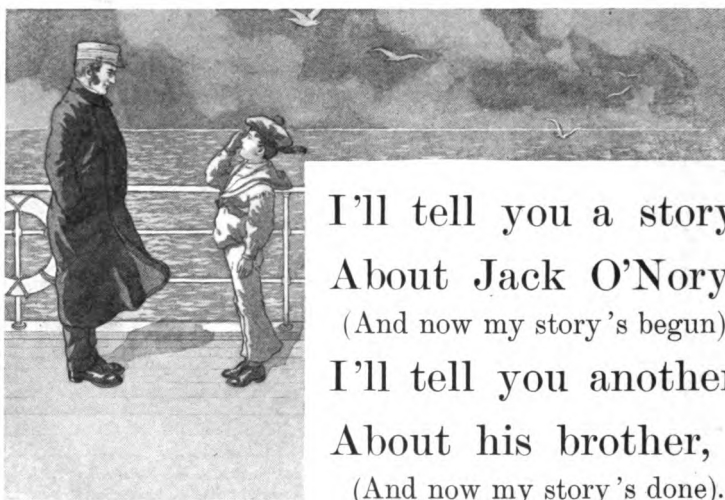
See this boy. He is Eddy Gray.
Eddy is a very rich boy.
What has he to make him rich?

He has two good hands.
He has two good feet.
He has good ears and eyes.

Eddy has a father and mother.
He has a grandpa.
He has two grandmas.
He has three brothers.
He has four sisters.
He has five aunts.
He has six uncles.
He has seven cousins.



one two three four five six seven



I'll tell you a story,
About Jack O'Nory,
(And now my story's begun).
I'll tell you another,
About his brother,
(And now my story's done).

Let us try to tell the story.
See in the picture two brothers.
Little Jack is the sailor boy.
He lives on a great big ship.
The tall man is Jack's brother.
Jack's brother is a sailor too.
He is the captain of the ship.
Jack will be a captain some day.

Little Betty Blue

Lost her holiday shoe.

What shall little Betty do?

Give her another

To match the other;

Then she can walk in two.

other

mother

another

(Recall the places where these phrases are used)

good ears and eyes

right away

all day long

keep hold

hold up his hand

hold tight

take good care

come home

will come next

I'll help you

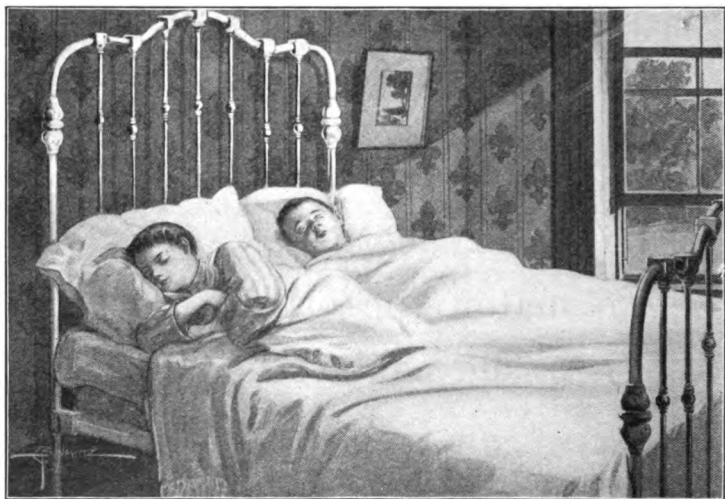
does not mind

take a seat

too fast

like to mind

fall off



See these two brothers asleep.
What is the sun saying to them?
Wake up! It is time to wake up!
This is a holiday. Wake up!
You can play all day long.
It is time for you to get up.
I have come to call you.
Open your eyes and see me.
Do not go to sleep again. Wake up!



“Who wants to take a ride?”

“I do.” “I do.” “I do.”

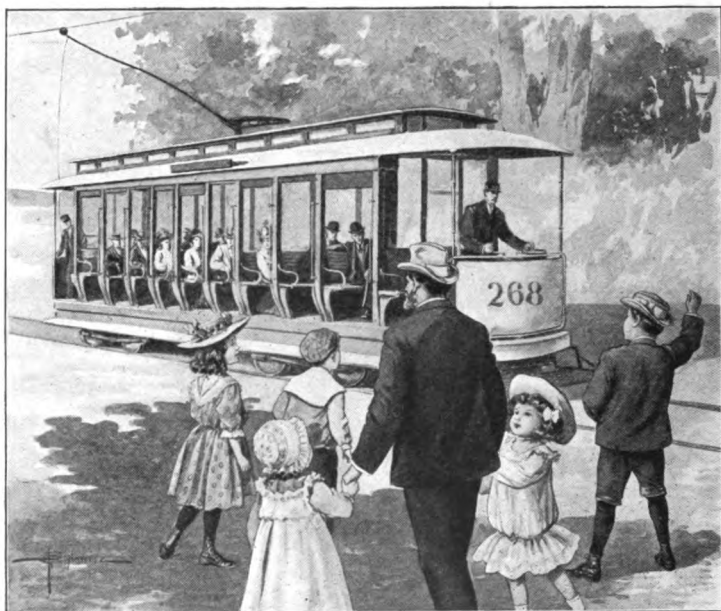
“Will you pay for us all?”

“One, two, three, four, five, six.”

“Where shall we go?”

“May we go out to the park?”

“Which car shall we have to take?”



“See, papa, the car is coming.
May I stop the car?
Will the man stop for me?”
“Oh! It is an open car.
I like an open car, don’t you?”
“Come on. Jump in. All aboard.”
See Fred hold up his hand.



“Look, boys! Look up there!”

“Lost! What is lost?”

“Let us go and see.”

“Read what it says, Jimmy.

You can read the best.”

“I can’t read it all.

It is a dog that is lost.

It is Mrs. Snow’s pug dog.”

“I know that dog. Don’t you?

Let’s go and ask about it.

We will see if we can find it.”

“Come on, boys, right away.”



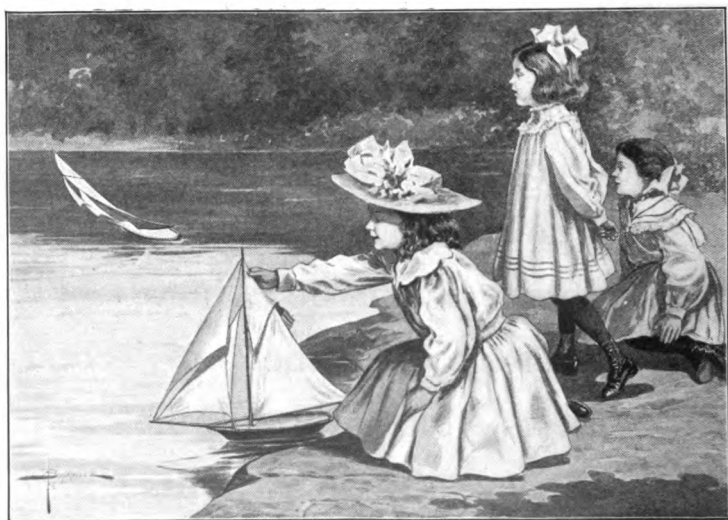
“Come, baby, walk to mother.
Take care! Not too fast.”

“Oh, oh! Did baby get a fall?
That did not hurt. Try again.
Never mind a little fall.
There! You can walk.
Come, papa, and see baby walk.”



“Are you the new little girl?
Do you live in this house?
That is my house over there.
Can you come over to see me?
Ask your mother if you may.
My name is Jessie King.
What is your name?
What is your other name?
Have you any more dolls?”

Here are girls sailing boats.
Jessie's boat is a fine one.
The other one is Ida's.
See Ida sitting on the ground.
The wind makes the boats go.
Will the wind blow them back?
How can the girls get them?
Is the little boat tipping over?
No; it is a safe little boat.





See these four boys.

They are Fred, Rob, John, and Ted.

They came out for a walk.

See! they have a book.

They like to come here.

They like to swim in the pond.

They like to lie on the ground.

They like to hear the birds sing.



Rose is taking her doll to ride.

“Una is not well,” Rose says.

“She must go out and get the air.

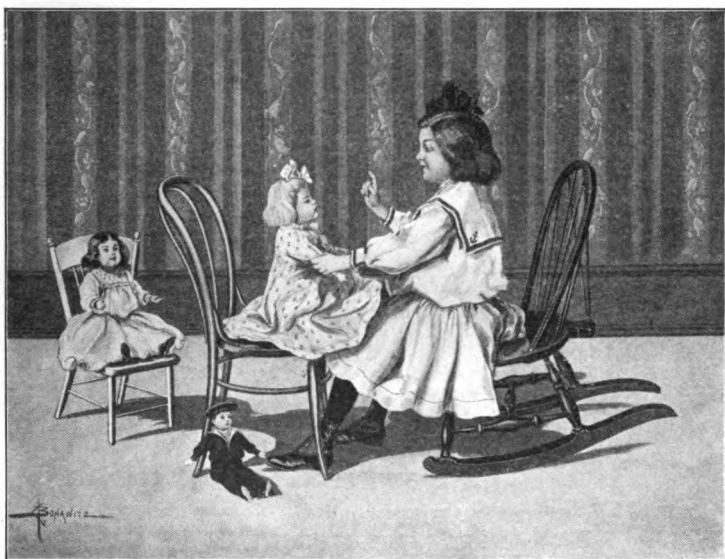
I will give her a long ride.”

Rose tells Una to look at the flowers.

Una has her eyes wide open.

She has her best cap on.

The girls say, “What a pretty doll!”



Elsie has three dolls.

Eva is in the big chair.

Betty is in the other chair.

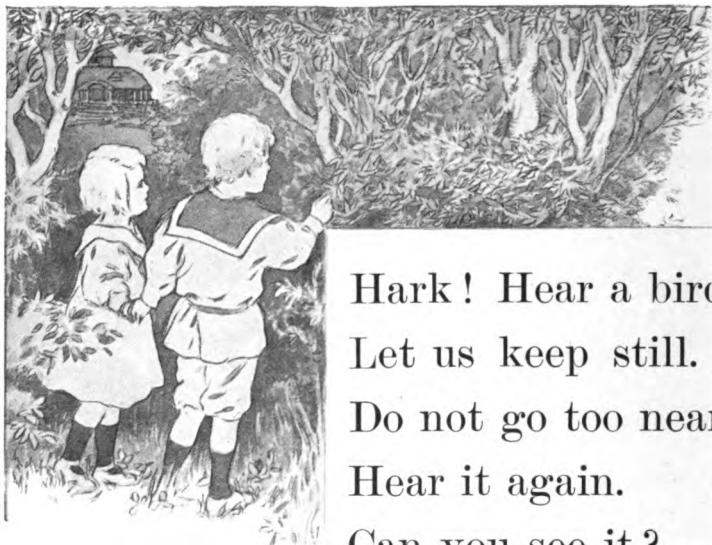
Jim is the boy doll.

Eva can open and shut her eyes.

She has a new blue dress.

Elsie loves all her dolls.

She lets her brother take Jim.



Hark ! Hear a bird.
Let us keep still.
Do not go too near.
Hear it again.
Can you see it ?

Yes, I see it. Look there.

Hark ! hear it sing again.

Does the little bird see us ?

We must keep very still.

Oh ! I wish mother was here.

She loves the song birds.

Listen ! Hear it again.

Do you see the nest, Rob ?

Where do you think the nest is?

It must be near, the bird stays here so long.

“Oh, brother, look! look! Here is a nest. It has little blue eggs in it.



We will go away.

The bird will not come if we stay.
We can come back again.

It is right here on the ground.

Let's go home now and tell mother about it.

Did the bird make the nest here?
See, there are three eggs.
Will there be three birds?"



This little fellow is lost.
He does not know it.
He thinks he is on his way home.
He is going away all the time.
He is a long way off now.
See, he has flowers in his hand.
They are for his mother.
No one knows where Willie is.

A mother is calling, "Willie!"

Who is she, do you think?

She asks, "Have you seen my Willie?"

No one has seen the boy.

One goes up the road and some
go down the road.

Two boys go to the woods.

They call, "Willie! Willie!"

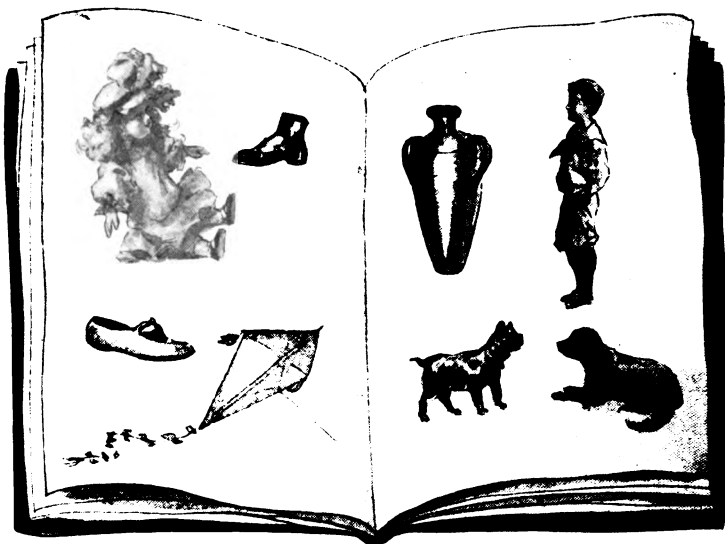
"Hurrah! Willie is found.

How glad we all are!"

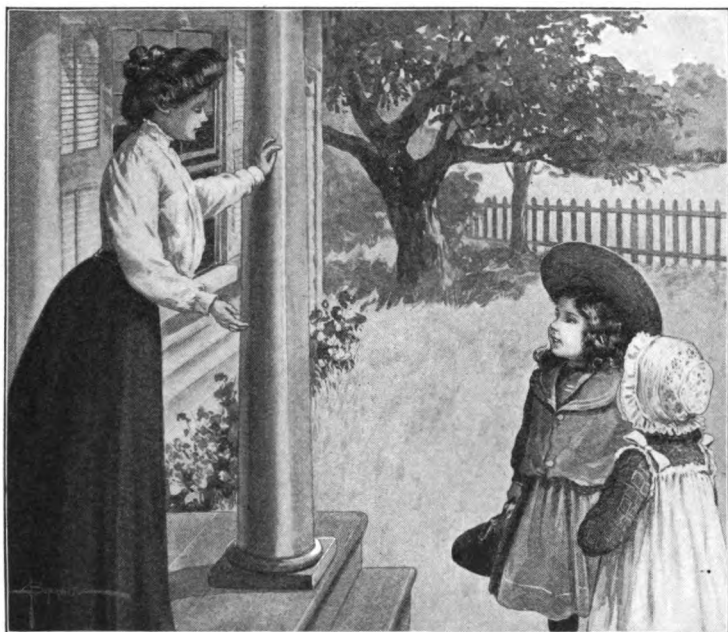
"I was not lost," says Willie.

"I was coming home."





Come and look at my scrapbook.
My sister helped me make it.
Can you cut out pictures?
Is not that a fine doll?
See the shoe and boot and kite.
Do you know who the boy is?
I put the dogs and the vase in to-day.
Turn over and see more pictures.



These children are going away.
See! They are saying good-by.
Mary has a bag in her hand.
They will stay all night.
It is a long way to go.
“Be good children,” the mother says.
“Give grandma my love.”



Here are the girls coming home.

They have had a good time.

“Are you glad to get home?”

It is little Beth that asks.

“Oh, yes! so glad,” says Mary.

“There is mamma at the door.

Hello, mamma! Hello!”

The boy with the drum is Ted.

It is a new drum.

He cannot drum well yet.

See the two drumsticks.



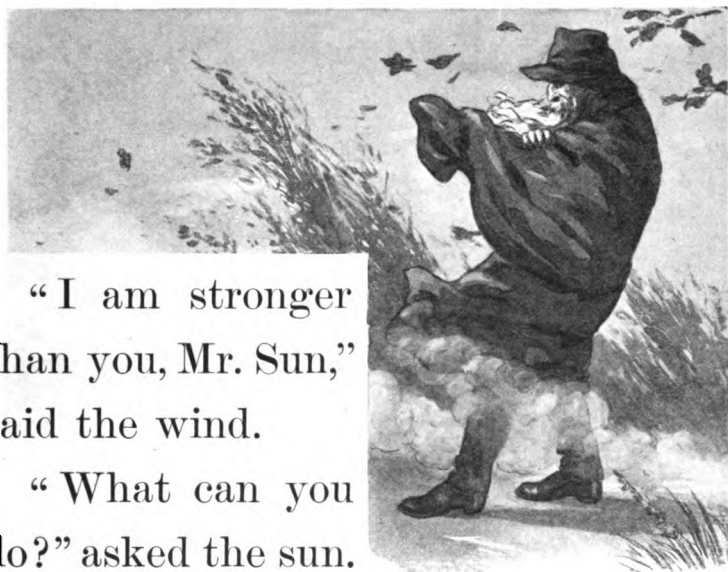
Ned knows how to hold them.

“The Fourth of July is coming,”
says Ed. “We boys will all march.

You shall be the drummer boy.”



These girls are taking a walk.
The pretty lady came with them.
“Let us look for flowers,” she said.
See how many they are finding.
How happy they all are!
“Mine are for my mother,” one said.
“So are mine,” said the others.



“I am stronger than you, Mr. Sun,” said the wind.

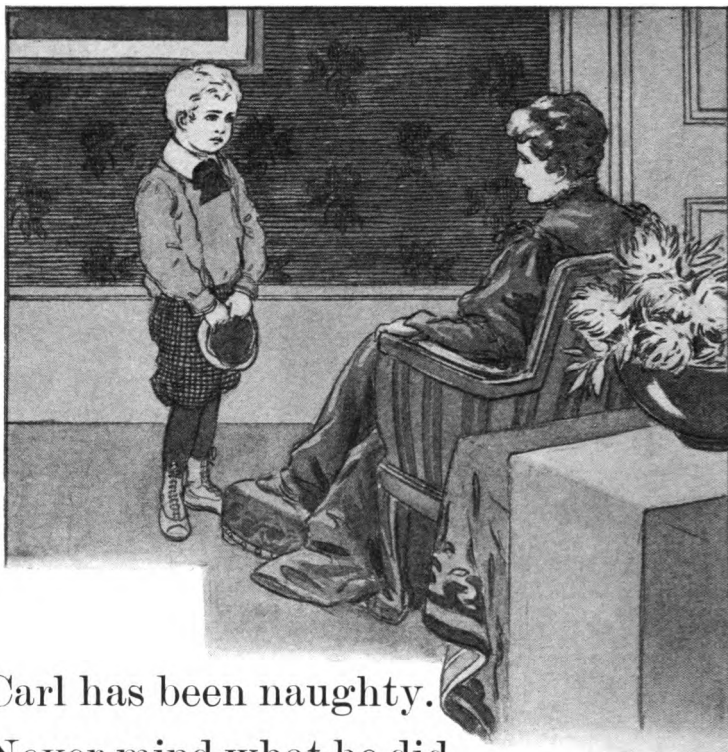
“What can you do?” asked the sun.

“I can make that man take off his cloak. Could you do that?”

“Let us both try,” said the sun. The wind blew and blew and blew. See what the man did.

“Now I will try,” said the sun.

“It is getting warm,” said the man; and he let his cloak fall off.



Carl has been naughty.

Never mind what he did.

It was not a right thing to do.

His mother is asking about it.

Carl is telling her.

“I did not think,” Carl says.

See, the mother looks sorry.

“Carl is a little boy,” she thinks;
“but he must be a good boy.

He must think about what to do.

Soon he will be a big boy.

He will be a man by and by.

I want him to be good.

I must help him if I can.”

So she says, “Put away your cap,
take off your shoes, get a book, go
and lie down.”

“Must I stay in all day?” he asks.

“I think so,” the mother says.

“I want you to have time to think.”

Carl is a little gentleman.

He will do just as his mother says.

naughty caught taught aught

Beth and I are sisters.

We play out of doors all day.

Mamma says, "Take care of Beth."

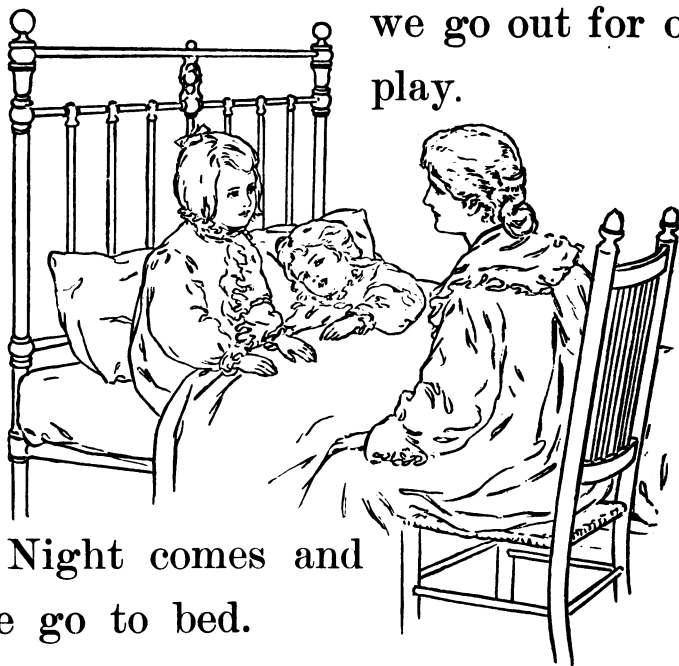
"Yes, I will, mamma," I say.

"Be a good girl, Beth," she says.

"Mind what sister tells you."

"I will," little Beth says. Then

we go out for our
play.



Night comes and
we go to bed.

Mamma comes to sit by our bed.
Mamma asks us at night,
“Have you been good sisters to-day?”
Then we tell her all about it.
“Pretty good children,” she says.
“That makes mamma happy.”
Then we get our good-night kiss.

Good night. Sleep tight.
Wake up bright,
In morning light,
To do what's right
With all your might.

Aa Bb Cc Dd Ee Ff Gg Hh Ii
Jj Kk Ll Mm Nn Oo Pp Qq
Rr Ss Tt Uu Vv Ww Xx Yy Zz

This man is fishing.

See! he has a
fish in his hand.

It is a little one.

See the man look
at the fish.

Hear what the fish
is saying to him.

“Put me back now.

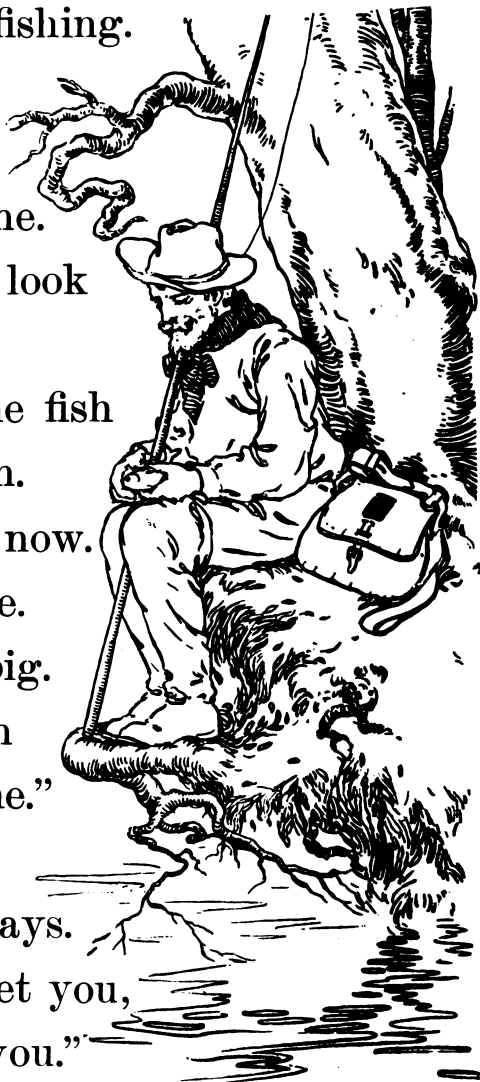
I am too little.

Let me get big.

Then you can
come and get me.”

“I have you
now,” the man says.

“I may not get you,
if I do not keep you.”





“Oh, dear! I wish it did not rain.

I was going to see cousin Jessie.”

“Why don’t you go?

Do not mind this little rain.

I never stay in for rain.”

“It may not rain all day.

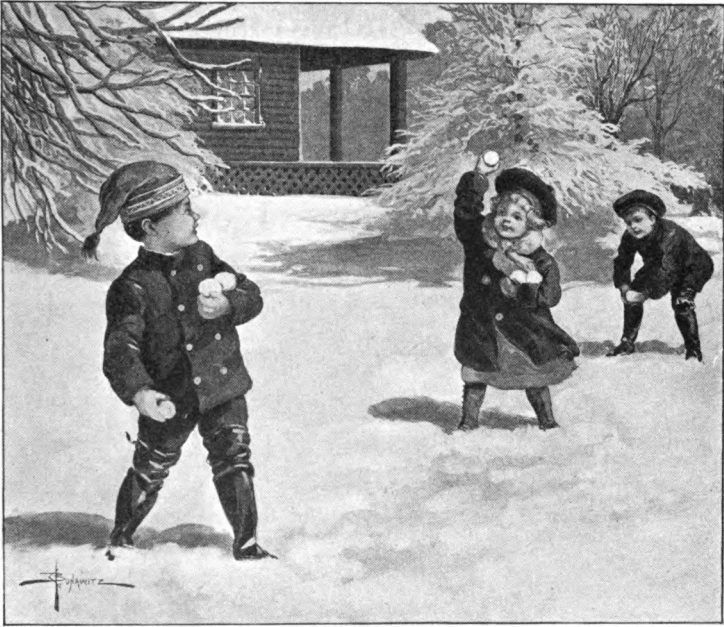
I keep saying all the time,

Rain, rain, go away,
Come again another day.”



What day shall rain come?
Shall to-morrow be the day?
Oh, no! not to-morrow.
Shall it be Saturday?
No, no! not Saturday.
Will Sunday be the day?
Oh, no! never Sunday.
That will not do at all.
Shall the rain never come?

“Oh, yes!” cry all the trees.
“Oh, yes!” cry grass and flowers.
We cannot tell what day.
God knows best. Let Him say.



“Don’t hit my head,” calls Ben.

“Look out not to get hit; that is the best way,” says Fred.

“Duck your head as I do mine.
My snowballs don’t hurt.”

“See me throw; I can hit you,” says Nell. “Look out for your head!”

“Here is our snow man.

What do you think of him?

Isn't he a fine fellow?”

“He's the best one I ever saw.”



“Hello, sir!

Did you

boys make him?”

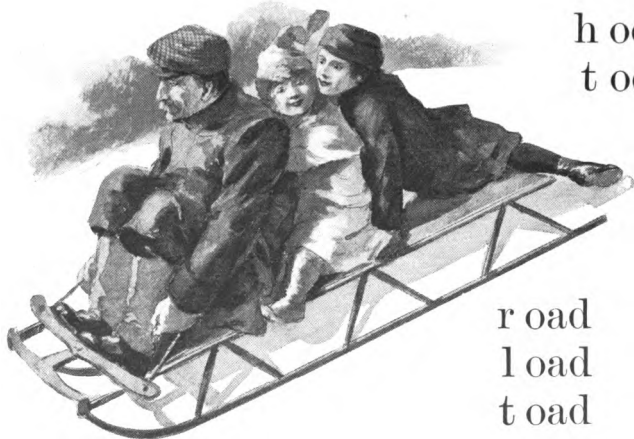
“My father helped a little.”

“I'd like to make one.”

“If you do, we will all help.”

“Hello, Uncle Joe! See our big sled.
Grandpa got it for us.
We are having fun.
Don’t you want a ride?
Get on with us. It is fine!”

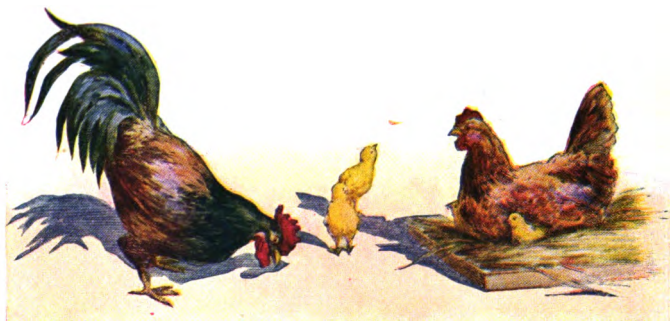
“Will you take us for a ride?
Oh, do, Uncle Joe! Thank you.
Which way shall we go?
Let’s go up the road.”



J oe
h oe
t oe

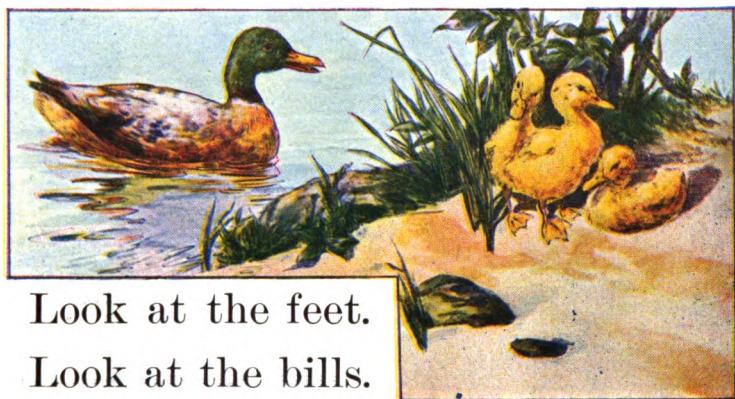
r oad
l oad
t oad

Here are little chickens.
Come and look at them.
See, there are four of them.
See the four yellow chicks.
See one chick try to catch a fly.



See the other one look at it.
The mother has two. See them.
What a big rooster!
See what a fine tail he has.
He thinks he is a fine fellow.
I think chicks love the hen best.
The mother hen loves them best.

The ducks are out.
Let us go and look at them.
One, two, three little ducks.
They are all yellow.
The mother duck is not yellow.



Look at the feet.

Look at the bills.

See the big duck on the pond.

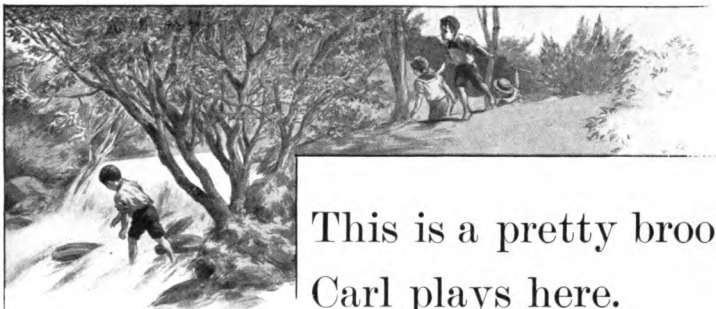
Ducks can swim well.

Can the little ducks swim?

No, they cannot swim yet.

How pretty ducks are!

I like to watch them.



This is a pretty brook.
Carl plays here.

Boys come here to play with Carl.

Three boys are here to-day.

They call this Carl's brook.

The boys throw in sticks.

Then they run down the bank.

They watch for the sticks.

They catch a stick as it goes by.

Sometimes they get wet feet.

That does not do any harm.

They can take off their shoes.

They have no shoes on now.

The brook runs to a pond.

Carl lives in the house by the pond. There is a raft on the pond.

Do you know what a raft is?

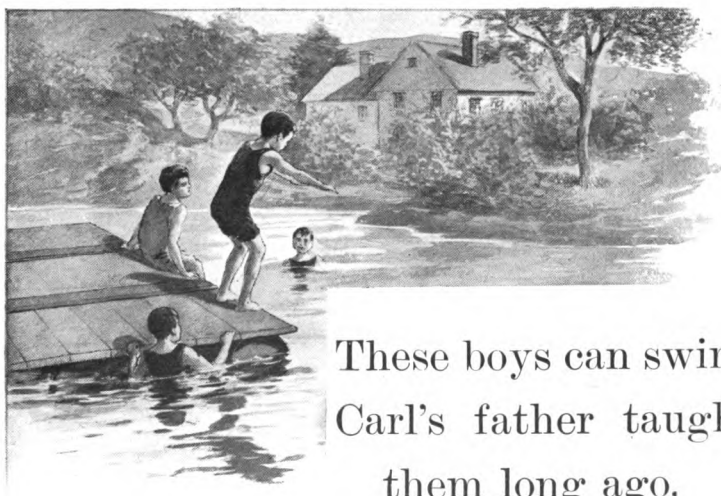
Carl's raft is an old barn door.

The raft cannot tip over.

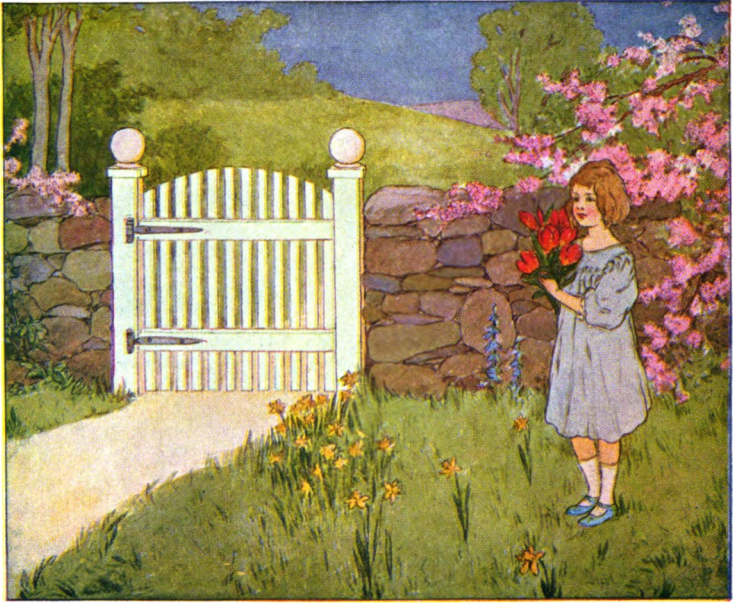
Carl's father has a boat.

He goes out with the boys.

Sometimes they catch fish.



These boys can swim.
Carl's father taught
them long ago.



It is springtime at this place.
The wall shuts in a garden.
What a pretty white gate!
The little girl must live here.
See, she has tulips in her hand.
See all the yellow daffodils.
Is that a peach tree by the wall?



This place must be far away.
 How queer the people look.
 What an odd way to dress.
 Look at the tall camels.
 Some one is riding on a camel.
 How many people there are!
 It must be a gala day, I think.



“Tell me the violet story, mother.”

“About violets blue like the sky?”

“Yes, mother, blue as the sky.”

“How once there were no violets?”

“Not a violet at all, and not a star in the sky.”

“And then what?”

“Why, don’t you know? Bits of the blue sky fell down.”

“And then there were violets. And so violets are bits of the sky, mother.”

“So the story says.”

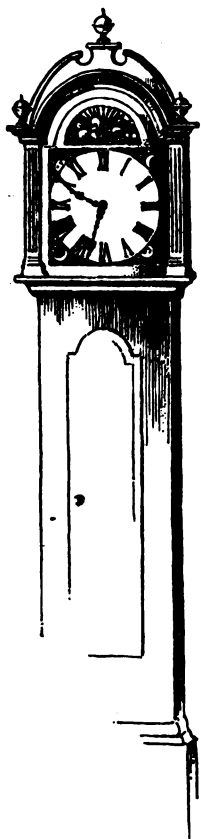
“And the stars, mother?”

“Yes, Harry, the stars are the little holes left in the sky.”

“And heaven shines down.

It is a good story, isn’t it?”

Hear the old clock go tick, tock.
 All day, all night, it goes tick, tock.
 Sometimes it stops.



Then papa says: "Oh,
 the clock has run down!
 I must wind it."

The face tells time.
 The hands are on it.
 They go round and
 round.

Sometimes the clock
 talks to tell time.

Then we count -- one,
 two -- till it stops.

We like to hear it go
 tick, tock.

What time is it now by the clock?

It was grandpa's clock long ago.
 Now it is papa's clock.
 Papa says it will be mine next.
 I shall be a man then.

My mamma says, "I have something in my house; see if you can tell what.

It has a face and hands. wīnd
 It runs all day. wīnd
 It runs down at night.
 Something winds it up. līve
 Then it goes again. alīve
 It is *not* a clock. It is alive.
 Night and sleep wind it up."

round	found	sound	pound
house	mouse	down	town



“Hear the bells.
There is a fire.
It must be a big one,
the bells ring so long.”

“Can you tell by the bells where
the fire is?”

“Look, the engine is coming!
Let’s ask where the fire is.
Did you hear what the man said?
That is not far. Let’s go and see it.
Come on, come, quick!”

quick queer quite quack



Scotland's burning!
 Scotland's burning!
 Look out! look out!
 Fire! fire! fire! fire!
 Pour on water!
 Pour on water!
 Scotland's burning!
 Scotland's burning!

“Oh, Jimmy! there it is!
 See the people in the next
 house. Will that burn?”

“Where are the firemen?
 I hope they will put the fire out.
 Let us get as near as we can.”

fire	burn	next	dear	bells
hire	turn	text	near	wells



These children and their father are
out for a walk. It is Sunday.

They are by the riverside.

A willow tree hangs over.

The grass is soft and green.

“Who can hear the most?” asks
the father.

“I hear the river run over the logs,”
says the boy.

“I hear birds singing,” says the girl,
“and the cow bells ’way off.

And the wind in the willows.”

“I hear the grass whisper.”

“And something else,” says the
father. They keep very still. From
far, far away comes the sound of
church bells.

Two men met by the way.

One was lame; one was blind.

“I wish I could walk,” said one.

“I wish I could see,” said the other.

“I cannot see the way to go,” said the blind man.

“I can see the way,” said the lame man; “but I cannot walk.”

“Get on my back,” said the blind man; “I will be legs for you; you will be eyes for me.”

So both went on their way.

Do all the good that you can,
In all the ways that you can,
To all the people that you can,
And just as long as you can.

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DUE

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